

PSHE Jigsaw Curriculum Overview — Year 5

Being Me in My World

- I can face new challenges positively and know how to set personal goals
- I know what I value most about my school and can identify my hopes for this school year
- I understand my rights and responsibilities as a British citizen
- I can empathise with people in this country whose lives are different to my own
- I understand my rights and responsibilities as a British citizen and a member of my school
- I can empathise with people in the country whose lives are different to my own
- I understand that my actions affect me and others
- I understand how an individual's behaviour can impact on a group
- I can make choices about my own behaviour because I understand how rewards and consequences feel
- I can contribute to the group and understand how we can function best as a whole
- I understand how democracy and having a voice benefits the school community and know how to participate in this
- I understand why our school community benefits from rules and can help others to follow them

Dreams & Goals

- I understand that I will need money to help me achieve some of my dreams
- I can identify what I would like my life to be like when I am grown up
- I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs
- I appreciate the contributions made by people in different jobs; I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it
- I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future
- I can describe the dreams and goals of young people in a culture different to mine
- I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other
- I appreciate the similarities and differences in aspirations between myself and young people in a different culture
- I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship
- I understand why I am motivated to make a positive contribution to supporting others

Celebrating Difference

- I understand that cultural differences sometimes cause conflict
- I am aware of my own culture
- I understand what racism is
- I am aware of my attitude towards people from different races
- I understand how rumour-spreading and name-calling can be bullying behaviours
- I can tell you a range of strategies in managing my feelings in bullying situations and for problem-solving when I'm part of one
- I can explain the difference between direct and indirect types of bullying
- I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied
- I can compare my life with people in the developing world
- I can appreciate the value of happiness regardless of material wealth
- I can enjoy the experience of a culture other than my own
- I respect my own and other people's cultures

Healthy Me

- I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.
- I can make an informed decision about whether or not I choose to smoke and know how to resist pressure
- I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and brain
- I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure
- I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations
- I know how to keep myself calm in emergencies
- I understand how the media and celebrity culture promotes certain body types
- I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am
- I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures; I respect and value my body
- I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy; I am motivated to keep myself healthy and happy

Our role as educators is to teach respect, tolerance and equality for all, in line with the Equality Act 2010.

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Omitted from the scheme are the following units: 'Changing Me' & 'Relationships'

Relationships

I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities
I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends
I know how to stand up for myself and how to negotiate and compromise
I understand how it feels to be attracted to someone and what having a relationship might mean
I understand that relationships are personal and there is no need to feel pressurised into having one
I understand how to stay safe when using technology to communicate with my friends
I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to others

Changing Me

I am aware of my own self-image and how my body image fits into that
I can explain how boy's and girl's bodies changes and understand the importance of looking after yourself physically and emotionally
I know how to develop my own self esteem
I understand that growing up is a natural process that happens to everybody and that it will be ok for me
I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities
I can identify what I am looking forward to when I am in Year 6
I can start to think about changes I will make when I am in Year 6 and know how to go about this

